

Publications Committee

BULLETIN
OF THE
UNIVERSITY OF TEXAS

1916: No. 28

MAY 15

1916

The Texas History Teachers' Bulletin

Volume 4, No. 3, May 15, 1916



Published by the University six times a month and entered as
second-class matter at the postoffice at
AUSTIN, TEXAS

The Texas History Teachers' Bulletin

Edited by the History Staff of
The University of Texas

EUGENE C. BARKER
W. E. DUNN
FREDERIC DUNCALF
MILTON R. GUTSCH

WILLIAM R. MANNING
FRANK BURR MARSH
CHAS. W. RAMSDELL
THAD W. RIKER

Managing Editor
MILTON R. GUTSCH

The Texas History Teachers' Bulletin is issued in November, February and May. The history teachers of Texas are urged to use it as the medium of expression for their experience and ideals and to help make it as practicable and useful as possible by contributing articles, suggestions, criticisms, questions, personal items, and local news concerning educational matters in general.

Address

THE TEXAS HISTORY TEACHERS' BULLETIN
The University of Texas, Austin, Texas

The Texas History Teachers' Bulletin

(Volume 4, No. 3, May 15, 1916.)

This Bulletin is the organ of expression of the History Teachers of Texas. The editors disclaim responsibility for statements of fact or opinion herein.

CONTENTS

J. R. SUTTON, History Requirements for the High Schools	3
EUGENE C. BARKER, Source Readings in Texas History	12
CLYDE EAGLETON, Civics in the Cleburne High School	21
UNIVERSITY TRAINED HISTORY TEACHERS	25
HISTORY IN THE SUMMER SESSION OF THE UNIVERSITY	27
HISTORY COURSES BY CORRESPONDENCE	32
BOOK NEWS	37

**PUBLISHED BY
THE UNIVERSITY OF TEXAS
AUSTIN, TEXAS**

**Entered as second-class mail matter at the postoffice at
Austin, Texas**

The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government.

Sam Houston.

Cultivated mind is the guardian genius of democracy. . . . It is the only dictator that freemen acknowledge and the only security that freemen desire.

Mirabeau B. Lamar.

HISTORY REQUIREMENTS FOR THE HIGH SCHOOL¹

(A discussion of the question: Is it in the interest of history in the schools that a fuller definition be made by the American Historical Association, showing the especial points to be emphasized and those to be more lightly treated?)

At the risk of seeming ultra conservative, I venture to answer this question in the negative. Previous to 1899 there was no approach to uniformity in the history courses given in our secondary schools. Furthermore, the schools that gave a four years' course in history were exceedingly few. But in that year the Committee of Seven made its famous report, and schools at once began to model their history courses after the committee's scheme. The result is that now, sixteen years later, there is a fair degree of uniformity in the history work of the secondary schools of the United States, and a four years' course is the rule rather than the exception. In 1911, the Committee of Five made the tentative suggestion that English and medieval European history be combined in the second year with emphasis on English history, and that the third year be devoted to modern history. Little attention has been paid to this suggestion, and thus today the four-year history courses in our secondary schools are based on the recommendations of the Committee of Seven.

Now, why should a new committee be appointed to send out to the history teachers of the nation a new recommendation relative to the content of history courses? Such a recommendation would not make for greater uniformity. On the other hand it would tend to destroy such uniformity as now exists; for some schools would follow the new recommendation, while others would abide by the old plan. The desire for a new committee and a new report grows out of dissatisfaction with certain features of the course as mapped out by the Committee of Seven. The changes advocated may be summed up in three statements:

1. That the course in history should cover three instead of

¹Paper read by Mr. J. R. Sutton, Vice-Principal of the Oakland High School, Oakland, California, before the Panama-Pacific Historical Congress (American Historical Association, American Asiatic Association, and the Asiatic Institute), at the University of California, and first published by Allyn and Bacon, 1915.

four years, English history as a separate course being discontinued.

2. That the point of division between the first and the second year's work be moved along from the year 814 to 1600 or 1700 A. D.

3. That American colonial history be disposed of during the second year as a part of European history, leaving the third year for American history and government since 1760.

It is true that English history as a separate course is losing ground; not because English history lacks inherent value, but because so many other subjects—business courses, industrial courses, current English, current history, economics, etc.—have come into the curriculum to compete for the pupils' time. This competition is especially keen in the case of English history, because the majority of this wide range of electives are open, as in English history, only to third or fourth-year pupils. But there are still some of our pupils, especially in the large schools, who want English history. I can think of no good reason why they should not have it. Of course it cannot be made obligatory, but neither can ancient or European history. Any attempt on the part of history teachers to make any of the history courses, other than American history and government, obligatory, is certain to meet with failure, on account of the new courses that have been recently admitted and of others that are knocking for admission. If by surrendering English history we could have a three years' course, required of all for graduation, the proposition would seem more attractive; but to surrender it without any compensation, when some pupils want it, seems uncalled for.

The one feature of the course outlined by the Committee of Seven which is meeting with the most persistent criticism in certain quarters is the division point—the year 814 A. D.—between the first and the second year's work. It is proposed to move this point of division to the middle of the seventeenth or the beginning of the eighteenth century in order to gain more time for modern history. The proposition is so important, and to my mind so serious, that it should be considered with the utmost care and discussed with the utmost frankness. I admit the desirability of having more time for modern history, but

considering the matter from all points of view, I prefer to retain the year 814 as the end of the first year's course.

In the first place, I assume that the first year's work is to be taken by first-year, or ninth-grade, pupils. As I have already stated, I do not believe that ancient history or European history can ever be required for graduation—at least in our large city schools. These subjects must remain optional and must compete with other subjects. It would, therefore, be a serious thing for high school history not to begin with the ninth year. If left to the second year, after the interests of pupils have been established along other lines, the number of those electing history will be greatly diminished. The whole matter, therefore, reduces itself to the proposition of giving to pupils of the ninth grade a course in history from the earliest beginnings down to 1600 or 1700 A. D.

I do not need to dwell here upon the capabilities of boys and girls of fourteen and fifteen years of age. They are enthusiastic, willing to work, eager to learn. But their mental horizon is very limited; their understanding of human affairs is confined almost within the bounds of their own meager experience; their power to think logically is just beginning to dawn; and their ability to concentrate their minds upon any subject is so undeveloped that it is very difficult for them, by their own unaided efforts, to arrive at a clear understanding of the meaning of an ordinary paragraph in any of our text-books of history. The course as outlined by the Committee of Seven for the first year extends, in point of time, from the earliest beginnings—about 5000 B. C.—to the year 814 A. D. To appreciate the passage of that immense stretch of time requires the maturity of an adult, the mental training of a university graduate, and the imagination of a poet. But something can be done with boys and girls of fourteen and fifteen if they are not required to hurry. By carefully selecting the parts that are to be emphasized and the parts that are to be more lightly treated, the ground to 814 A. D. can be covered in the first year with some degree of satisfaction. If, however, the whole medieval period of history were to be added to the year's work, I firmly believe that the result, from an educational point of view, would be disastrous,—disastrous because

it would put so much into the course that the whole purpose of the year's work would be defeated.

I believe that we will all agree that our business is not so much to teach history as to educate boys and girls. We use history as a valuable instrument in the process. If we make the instrument too cumbersome, we fail. We can't teach a five-year-old boy to mow grass with a scythe. A first-year pupil, who should be driven over a course in history extending to the end of the medieval period, would emerge from the year's work with his head buzzing with vague notions. He would have gained no definite information as to the subject-matter thus bolted, would have acquired no vital interest in history, would have formed no careful habits of study. In fact, the year's work would not further the process of his education in the slightest degree, for the hop-skip-and-jump method of disposing of huge masses of material can result in nothing but foggy ideas and slovenly habits—and these have no educative value.

Those who advocate the inclusion of the medieval period in the first year's work expect to be able to cover the ground by eliminating many items which are now regarded as of some importance; and we hear a good many depreciatory remarks about burdening our pupils' minds with such matters of detail as the reigns of Rameses III, the ambitions of Nebuchadnezzar or Cyrus the Great, the reforms of Solon, the conquests of Alexander, or the love affairs of Cleopatra or Henry VIII. Whatever one may think of this or that item as a topic appropriate for consideration in a secondary history course, the fact remains that Egypt, Babylonia, Assyria, Persia, the various Greek cities, Macedonia, and Rome, each had a continuous story, which takes its place as a part of the larger story of the ancient world. Here are certain facts, certain events leading to certain results, certain theories put into practice, certain great movements, rivalries, alliances, tragedies, advances toward righteousness, all blending together into a wonderful story. Men dispute as to many of the details, but not as to the main drift of the story. Any course in ancient history that does not make clear, insist upon, and take time to develop this main drift cannot be very effective in furthering the process of education.

The mind acquires power when by a determined effort it incorporates any logically arranged body of knowledge; but when it is merely exposed to a great mass of material and is then hurried on to another mass without time to analyze, to arrange, to compare, to meditate, it acquires no strength from the experience, for it simply refuses to act. If one is dissatisfied with the selection of material found in the various textbooks of ancient history, let him make his own selection; but let him remember that his selection must make clear the main drift of the story of the ancient world. That is independent of him and he cannot change it. Another thing which he must keep in mind is the immaturity of ninth-grade boys and girls. Still another fact is that education is a slow and steady growth, and that there is no royal road to it. Time must be allowed for these young people not only to comprehend the passage of seventy centuries, which in itself is a stupendous conception, but also to learn many names and facts—for there will be many names and facts no matter what the selection of material may be,—and to arrange them into a complete whole.

The proposition of adding the medieval period to the first year's work seems to be based upon two assumptions: first, that the ancient and medieval periods of history are of little, if of any importance, and are therefore to be disposed of as quickly and as painlessly as possible; and second, that modern history is *per se* both more interesting and more valuable than the story of the earlier periods. I do not wholly accept either of these assumptions. Since our business is to educate young boys and girls, we should teach no period of history simply to be rid of it, but should use each period as a valuable instrument in our work. That ancient or medieval history can thus be used, there can be no question. As far as the element of interest is concerned—and it is an element of tremendous importance—any phase of history is as interesting to a class as the teacher is able to make it. Some teachers can arouse more interest in the struggle between the Egyptians and the Hittites than others can arouse in the French Revolution or the American Civil War. Interest in historic events does not depend so much upon their location in point of time as upon how they are used to make great national

or international crises, with their accompanying human emotions, sympathies, and passions, live again.

There can be no doubt that the history of the eighteenth and nineteenth centuries, in that they immediately precede and lead up directly to the present, possesses a certain kind of importance that no former period has. But I firmly believe that the pupil who takes the two years' course with the year 814 as the dividing point will at the end of the course more deeply comprehend the modern period than the pupil who devotes his entire second year to the last two centuries after having skimmed lightly over the whole preceding stretch of centuries. The reason is that the one will come to a study of the eighteenth and nineteenth centuries with a fair understanding of the history of the preceding centuries, together with the mental power that comes from acquiring that understanding; while the other will come to the modern period with vague notions concerning earlier times and the unscholarly attitude which inevitably accompanies the acquisition of vague notions.

I am unwilling to admit that modern history is at every point more valuable to us than ancient or medieval history. Knowledge of the past may be said to be valuable in proportion as it helps us rightly to understand the present—although this of course is not the sole element of value. Ancient and medieval history abounds in lessons that greatly illuminate the problems of the present and of the recent past. The problem of political union or separation, as settled in different ways by the Greeks and by the Romans, with such far-reaching results, helps us to understand that same problem as applied to our own country. The controversy in Athens over the question of building a strong navy, the way it was decided, and the final outcome, would doubtless be of value to us in our present controversy over the same question. Rome's "Monroe Doctrine" over Sicily and later over the rest of the Mediterranean world, and its final results, might give us some hint as to the importance of our own Monroe Doctrine. If the American people had had the patience to learn what ancient and medieval history has to teach respecting slavery and its final disappearance, our great Civil War might have been avoided. Our colonial system is in

large measure based upon that of Rome. Rome has much to teach us, too, respecting the struggle between the classes that enjoy special privileges and those that do not. I do not question that modern history has much light to throw upon the present day problems—and that is its unique advantage—but the advice that comes to us from ancient and medieval times has one marked advantage over what comes to us from the last two centuries: it is final. It comes with a period, not with a question mark at the end of it; for, sufficient time has elapsed to register the final results of politics, rivalries, social forces, and other elements that made up the life of those early times.

To my mind one of the most serious objections to carrying the first year's work beyond the year 814 is the fact that such a plan necessarily slights the history of Rome. The Roman Empire is the central point in the history of the world; for, the attainments, the advances toward civilization, of all previous peoples, are appropriated by Rome and passed on to succeeding generations. From Rome as a starting-point, therefore, the history of the modern world begins, so that to the student of history all roads lead to Rome figuratively, as they once did actually. It follows that any course in European history that does not take time to impress upon the minds of the pupils the tremendous significance of Rome is fundamentally wrong.

The nature of the period immediately following the death of Charlemagne furnishes another objection to including it in the first year's work. Down to the fifth century the civilized world had for many generations lived a settled, comparatively peaceful life. Then come three centuries of confusion and disorder caused by the German and the Mohammedan invasions. In the eighth century the Franks under the Carolingians bring order out of chaos. A class of young people following the progress of events feel that with Charlemagne they have once more reached solid ground, for again there is unity and comparative peace. Here it seems to me is the logical place to end the first year's work, for on beyond is another long period of confusion and disorder, unquestionably the most difficult period in the world's history to understand.

And now after all this argument relative to the subject-

matter of the first and second-year courses in history, permit me to state that in my opinion the acquirement of any given subject-matter by the pupil is not the sole end or aim of the course. Whether pupils spend a half-year or an entire year on the modern period, or any other period of history, the information which they acquire will speedily be forgotten. So true is this that if we teach history solely for the purpose of making it stick in the memory of the pupil, we all fail. Our real purpose is to give our pupils a deeper sympathy for humanity, and a broader vision of life; to give them a surer grasp of present day social, economic, and political problems; to develop in them the power to search intelligently for the truth relative to delicate and complicated human affairs, and to be able to distinguish between truth and near-truth; and finally to help them acquire such moral strength as will come from contemplating the success and failures of men in the past—for the causes of these successes and failure drive home, with unanswerable logic the truth of that great moral law that “whatsoever a man soweth that shall he also reap.” If our work is well done, these things will abide though the facts of history fade from the mind. Thus the proposition that ancient and medieval history be slighted in order to increase the time devoted to modern history on the theory that the facts of the more recent period are, *per se*, more useful to the student than those of former periods, is not valid, for the facts of any period, no matter how well learned, will soon be forgotten.

The suggestion that the colonial period of American history be taken care of as a part of the preceding course in modern history would doubtless meet with universal approval if modern history could be made a requirement for graduation. I do not believe that this can be done, and therefore I cannot see how the proposition can be entertained.

Finally, for the reasons which I have tried to make clear, I do not believe that any radical change in the history course as outlined by the Committee of Seven is advisable. Individual school systems should be encouraged to try such modifications of the course as seem wise to them. For example, I am strongly in favor of giving a year and a half to American history and government. Those who feel so inclined may profitably try the

experiment of adding the medieval period to the first year's work, or of making any other change that appeals to them. But I feel that a report of a national committee as to a revised course would be of little value until such experiments have led to some conclusions that are fairly definite and rather widely accepted.

To my mind a far more important question than that of revising the course of study in history is the question of how best to use the subject-matter contained in the course. The question of what should be the content of each year's work, I feel has been answered satisfactorily by the Committee of Seven, but it seems to me the problem of aims and methods has not received sufficient attention. I believe, therefore, that the American Historical Association would render a useful service to the teaching of history in secondary schools if they should appoint a committee which, accepting the courses as outlined by the Committee of Seven, should make detailed suggestions as to the aims and purposes of each year's work, and as to the methods to be used to attain those ends. Many teachers still proceed upon the assumption that the only purpose of any given day's work is to see that their pupils absorb the facts recorded on certain pages of the text-book.

Beyond this, what should they do? There is no time to enter into a discussion of this question now, but a definite detailed answer to it by a committee in which all history teachers could have confidence would constitute a report of first importance.

J. R. SUTTON,
Oakland, Cal.

SOURCE READINGS IN TEXAS HISTORY¹

4. LOCAL GOVERNMENT IN AUSTIN'S COLONY

[The selections which follow are from the minutes of the town council, or ayuntamiento, of San Felipe de Austin, the first municipality organized in the new Anglo-American settlements in Texas. A brief description of the system of local government at that time appeared in the February number of this *Bulletin*, pages 41-42. The selections are from the manuscript records, and have never before been published. The proceedings for March 2, October 21, November 14, 22, and 27, 1829, are translated from the Spanish. The remainder, except as indicated, are from the original English, without change except for punctuation and capitalization. Besides illustrating the elaborateness of the local administration, the selections afford some insight into the social and economic problems of the day.]

TOWN OF AUSTIN, March 2, 1829.

The ayuntamiento of this municipality met in regular session, with the president and the two regidores present and the sindico procurador absent. The session was opened by the reading of the proceedings of the special meeting of the month of February, just closed, and then, Mr. League, the second regidor, taking up for discussion the subject of public instruction, offered a document containing voluntary subscriptions from the citizens of the jurisdiction of more than eight hundred dollars. This fund the subscribers have voluntarily placed at the entire disposition of the ayuntamiento for the erection of a building to be used solely for a school. Mr. League therefore moved that a committee be appointed to form plans for a school building and submit them to the ayuntamiento, with the data which can be obtained regarding the cost of the said building; so that the ayuntamiento may adopt whichever of the said plans may, in its opinion, be most suitable for the school. Citizens Stephen

¹This department is added to the Bulletin for the use of teachers of Texas history in the grades. Teachers who wish additional copies for their pupils should write to the History Department of the University of Texas. References to several books suitable for parallel reading will be found at the end of each chapter of the State text on Texas History.

F. Austin, Ira Ingram, and Stephen Richardson were appointed a committee for this purpose; and the ayuntamiento set the term of fourteen days within which the said committee should present the plans and the estimate of the cost of the said building.

The ayuntamiento passed then to the consideration of the subject of drunkards and vagrants in the municipality, with the object of eliminating entirely such evils, which corrupt the morals of youth and present disgraceful spectacles to society. Knowing that there are in the town at present two examples of this sort of shameful conduct, namely . . . the ayuntamiento ordered that they be informed by an official notice that they are exposed to all the rigor of the law on the subject, and that the ayuntamiento will strictly require of them proper conduct, otherwise it will proceed against them. The ayuntamiento knows, moreover, that there are others in the municipality who are coming to be in the same class as the above two; and to those persons also notice shall be given that they must regulate their conduct or expose themselves to the laws on the subject.

For the fulfillment of articles 109 and 110 of law No. 37 concerning hospitals, apothecaries, and physicians,² the ayuntamiento ordered that the said articles be translated and posted in public places with a notice to those concerned in the municipality to present themselves to the ayuntamiento with their diplomas, etc., in order that said diplomas may follow the course that the law prescribes, that the physicians may practice their profession with the necessary license, and that those who do not possess diplomas may not deceive the public nor be permitted to practice a profession which they have neither knowledge nor other necessary requisites for practicing.

The ayuntamiento passed to the consideration of the condition of the road from here through the woods on the other side of the river, and agreed that all the inhabitants of that side of the river within the following district shall work the said road and put it in condition for carts and wagons. . . .

²These articles merely provided that the ayuntamiento should promote the establishment of hospitals, houses of charity, etc., inspect drug stores, and see that only competent physicians were allowed to practice in the settlements.

TOWN OF AUSTIN, October 21, 1829.

The ayuntamiento met in special session with the president, regidores, and sindico procurador present. The sindico procurador declared that, considering the abandoned condition of the crossing of the river at this point, it was necessary for the ayuntamiento to take the measures necessary to compel the individuals to whom the ferry is leased to fulfill their obligations, that the public might not be inconvenienced for want of attention and boats; and that if the said individuals did not possess facilities for discharging their duty, their bondsmen should be proceeded against in the manner which the ayuntamiento should deem necessary to save its own responsibility. Inasmuch as the present condition of the ferry across the river at this place is so abandoned, it was agreed by the ayuntamiento that notice should be given to the person who holds the lease of the ferry and to his securities, if necessary, that he must immediately put in operation a sufficient number of boats to accommodate travelers, vehicles, etc., that he must put the approaches to the ferry in condition for travel by filling gullies in the river bank, and that he must pay an appropriate price for the rent of the ferry. It was agreed that the alcalde should issue the orders necessary for this purpose.

J. WHITE, President,

SAMUEL M. WILLIAMS, Secretary.

TOWN OF AUSTIN, November 14, 1829.

The ayuntamiento of the jurisdiction of Austin met in special session, the president, the two regidores, and the sindico procurador present. It was suggested by the second regidor that in view of the importance of concluding the census of this jurisdiction as quickly as possible, it seemed very necessary to set a day for the members to make a report on the matter; and it was agreed that on the 23d of the present month each one should make his respective report, from which the general report is to be made up.

Then Dr. Robert Peebles presented his diploma as a physician and was granted a provisional license by the ayuntamiento to practice his profession in this jurisdiction. The diploma of

Francis F. Wells was also considered, and he was granted a similar license to practice as a physician in this jurisdiction.

The ayuntamiento then took under consideration the sale of the building, and garden, lots belonging to the municipality, and, in view of the number of citizens desiring lots and the town's need of funds, it was agreed that on December 15 next the corporation should proceed to sell the lots necessary for the citizens who wish them. It was provided that the ayuntamiento should publish the rules and regulations which it deems necessary to form for that purpose.

In conclusion, the ayuntamiento agreed that since the person who owns the ferry boats at this town has not fulfilled his obligations, the members shall, on the 22d, inspect the crossing to see whether he has discharged his duty concerning the approaches.

The meeting adjourned till the 23d of the present month.

TOWN OF AUSTIN, November 22, 1829.

The ayuntamiento met in accordance with the agreement of the 14th. The members were not ready with their reports on the census, and a meeting was fixed for the coming Friday.

J. WHITE, President,

SAMUEL M. WILLIAMS, Secretary.

IN THE TOWN OF SAN FELIPE DE AUSTIN, November 24, 1830.

At a meeting of the Ayuntamiento. in extra session this day called by the prest. the following members were present: Thos. Barnett prest., Jesse H. Cartwright 2 Regidor, Walter C. White 3d Regidor, and William Pettus Sindico procurador. A letter was presented to the body by the sindico, from the Empresario Green DeWitt, informing the Ayuntamiento. of the evils which afflict the inhabitants of that part of the municipality on account of the frequent and repeated inroads of barbarous Indians, stealing horses and other animals, and also informing the Ayto. that those inhabitants are induced to believe from circumstances that men of bad character are connected with the Indians in their robberies, and have for [their] purpose the acquisition of a number of horses, etc., to be carried to some other place for sale. And inasmuch as it has come to the knowledge of this Ayuntamiento.

that Schrier has stated that the criminal Hiram Friley and other men of infamous character are connected in stealing horses which they deposit in some place in this Colony on the frontiers. The Ayuntamto. unanimously agreed that a Commissioner should be appointed by the body to proceed with a competent number of militia men to John Lytles and examine the said Schrier for the purpose of finding out where Hiram Friley and others are rendezvoused who are supposed to be stealing horses Mules etc from various parts of the Municipality and if possible to apprehend all that may be found so engaged and to take possession of the property and also to proceed to the Colony of Green DeWitt and investigate the situation of its inhabitants, and report to this Ayunto. the result, as also what measures may be deemed necessary to secure them from the outrages of the Indians & Robbers. The Ayuntamto. then proceeded to nominate a person to discharge the duties required, and Mr. Francis W. Johnson possessing the entire confidence of the Ayto. was unanimously elected. The Ayuntamto. then agreed that an official letter should be directed to the Colonel Commandant of the Militia to furnish a sufficient number of militia men to accompany Mr. Johnson, in the execution of this commission. It was also agreed upon that the Sindico procurador should proceed with Mr. Johnson to the House of Lytle to assist in the examination of Schriers and that a letter of instructions should be given to Mr. Johnson.

THOS. BARNETT, President,
SAMUEL M. WILLIAMS, Secy. protem.

TOWN OF AUSTIN, November 27, 1829.

The ayuntamiento met as provided by the session of the 23d (*sic*), and the members having presented their notes on the census of this municipality, it was shown that the municipality has a population of more than 2,800 souls.

TOWN OF AUSTIN, 9th March, 1831.

The Ayuntamto. met this day pursuant to adjournment—present the same members, towit, Frances W. Johnson Prest., Randall Jones 2d Regidor, William Robinson 4th Regidor, and

R. M. Williamson Sindico procurador. On motion of the president the subject of the appointment of a Secretary to the body for the present year was discussed, and the appointment conferred on Citizen Samuel M. Williams who has been discharging the duties of Secretary provisionally, with the salary of \$800 per annum.

A petition was presented by the Sindico procurador from the first regidor Walter C. White praying leave of absence for three months, for the purpose of attending to some important individual affairs, the petition was read and granted by the body.

On motion of the president the subject of establishing boards of health in this town and in such other sections of the Colony as may be deemed expedient was discussed and it was ordered by the Ayuntamiento, that inasmuch as the Chief of this Department has communicated to this body the fact of the existence of the contagion called smallpox in Bexar and Goliad (formerly Labahia) and recommending to this body the establishment of boards of health for the purpose of protecting as far as may be practicable the inhabitants of this jurisdiction from the ravages of this serious disease that the persons hereinafter mentioned shall within their respective precincts or neighborhoods compose a board of health.

First, for the Town of San Felipe de Austin, Doctors James B. Miller, Robert Peebles, and Socrates Moseley; Francis W. Johnson, Alcalde, and Robert M. Williamson, Sindico procurador; Messrs. Luke Lesassier and Wm. H. Jack.

Second, for the town of Brazoria, Asa Brigham Comisario, Doctors Francis F. Wells, J. B. Walls; Messrs. A. B. Stewart and John Austin.

Third, for the town of Harrisburg, Samuel C. Hiram Comisario, S. Bundick Sindico; Messrs. David Harris, Wm. P. Harris and Ephraim Fuqua.

Fourth, for the upper settlement of this River and Mill Creek, Doctor Wright, Thomas S. Saul, J. P. Coles, Nestor Clay, Abner Kuydendall, and Levi A. Bostic.

Fifth, for the Bay Prairie and lower part of the Colorado, Lawrence Ramey Comisario, Dr. C. G. Cox, Thomas M. Duke, Robt. H. Williams, Aylett C. Buckner, and James Cummins.

Sixth, for the town of Gonzales, J. B. Patrick, Comisario, Thos.

R. Miller sindico, Messrs. Green DeWitt, Ezekiel Williams, and Joseph Clements.

The following resolution of the body on motion of the Prest. was then adopted. That inasmuch as this Ayuntamto. has rec'd information that Padre Miguel Muldoon has been appointed curate of this place, and is now on his way to take charge of his curateship, that R. M. Williamson, sindico procurador Mr. Luke Lesassier and Samuel M. Williams be and are hereby appointed as a committee from this body to wait upon the said Padre Muldoon, and offer to him the high considerations of the body, and to provide such conveniences for his comfort as the circumstances and situation of the place will admit.

On motion of R. M. Williamson, sindico procurador, ordered that the president be authorized to have the necessary repairs made to the building now occupied by the Ayuntamto. Hall so as to render it secure from the weather, and to make it answer for the purposes for which it was intended, or for those for which it is now occupied and to contract for the work to be done on the best terms possible and pledge the faith of the Municipality for the payment of it.

On motion of the president ordered that Robert M. Williamson be appointed a committee to make a settlement with Niehs. Clopper for the purchase made of a house in this town and also to enquire into the situation and state of the respective subscription lists, in which voluntary subscriptions were made for the purpose of defraying the expense of the purchase of said House. Further ordered by the Ayuntamiento that Francis W. Johnson, prest., Robert M. Williamson, sindico proc., Luke Lesassier, James Whiteside and William Morton be appointed a committee to form and report a plan of taxation for the purpose of raising a sufficient fund to defray the current expenses of the Municipality, the debts now due by the same, and also to defray the expense of building a Jail and a building sufficient for transacting the business of the Ayuntamto. and Alcalde in, and for the preservation of the archives of the body. And also to form and report a plan of the buildings desired and an estimate of the probable cost of erecting and finishing them, which report must be made to the Ayuntamto. on the 2d day of April next.

Further ordered that Robt. M. Williamson be appointed as a committee to examine into and report the true situation of the tax on town lots now due to the Municipality and also the situation of the various judgments in favor of the Municipality for fines imposed on various individuals, and also to make such collections on account of the same as may be practicable.

On Motion of Robert M. Williamson ordered that a Patrol be formed for the town and neighborhood of San Felipe de Austin and that Francis W. Johnson and Luke Lesassier be appointed as a committee to frame the regulations necessary for the management of the patrol. Convinced of the zeal and energy of Citizen Thomas Gay the ayuntamiento appointed him captain of the patrol.

On motion of the President, the ayuntamiento ordered that all stores, shops, and other places in which liquor is sold shall be closed promptly at ten o'clock at night, and that each person who does not obey, or violates this order by keeping his store or shop after the hour fixed, shall be fined 10 dollars for each infraction of the order. Understanding that this provision does not extend to the taverns, open for the accommodation of travelers; but it is necessary that the bar rooms in these shall close at ten o'clock.³

A petition from Noah Scott was presented praying that he be excused from the fine imposed on him last year. This was rejected.

On motion of R. M. Williamson, ordered that the best arrangement possible be made with Surveyor Thomas H. Borden or some one else to run the line for the road from this place to Josiah H. Bell's house and thence to the town of Brazoria.

On motion of the president an election was ordered at the house of William Robinson on the Colorado and at the house of William Barton on the same river for the election of officers for the 6th company of the civil militia. These elections are to be held on the 16th of April. Robinson will preside over one and the sindico procurador, R. M. Williamson will preside over the other.

The report of James W. Jones and George Huff, the commit-

³This and the next three paragraphs are translated from the Spanish.

tee appointed to examine and report the most direct and best route for a road from the house of said Huff to Wm. Mortons on the Brazos river, was read and approved and ordered to be filed.

An account of G. B. Cotten's was presented to the body for advertising in the Texas Gazette amtg. to \$16 which was rejected on account of said Cotten's having agreed with the Ayuntamiento. of last year to publish all advertisement, etc., for one year for a stipulated sum which has been paid him.

The body entered into a discussion relative to the non-compliance on the part of Pleasant D. McNeel, third Regidor, with the duties which the laws prescribe and his having failed to attend any session of the body since his election altho frequently notified to do. In consequence of which and in compliance with the 10th article of the municipal ordinance, the body declared that a fine should be entered up against him of Ten dollars and further that should he fail to attend the next session that he be reported to the Chief of Department as a member who refuses to comply with his duties.

The Ayuntamiento. then ordered that a memorial be addressed to the Legislature of the state praying it to provide a company of Rangers. The ayuntamiento. adjourned.

SAMUEL M. WILLIAMS.

SUGGESTED QUESTIONS

1. What officers composed the ayuntamiento?
2. Make a list of the duties of the ayuntamiento? Quote from the reading to show the source of each statement.
3. What do the readings show concerning education in Texas in 1829?
4. From what sources did the ayuntamiento derive public revenue?
5. Write two pages describing the government in Austin's Colony in 1829-31.

EUGENE C. BARKER,
University of Texas.

CIVICS IN THE CLEBURNE HIGH SCHOOL

(The outline of the course in civics in the Cleburne High School which is printed below, was drawn up by Mr. Clyde Eagleton, of the Cleburne history department. In submitting the outline to the Texas History Teachers' Bulletin, Mr. Eagleton wrote: "It is not intended as a model. It is merely an outline illustrating the amount of material and the extent of the field that can be covered by a year's course. The ordinary course in high school civics is restricted to one term, making it impossible to consider many important questions of city and state government. A year's course will not only allow adequate treatment of governmental institutions but will also permit the use of certain supplementary aids to instruction, like debates, lectures by men especially prepared along certain lines, etc. Ashley's *American Government* is used as a text, but constant references are made to supplementary works like Bryce's *American Commonwealth*."')

FIRST TERM—THE HISTORICAL GOVERNMENT.

INTRODUCTION.

Lessons

Subjects

- 1-4 Selection of Public Officials
- 5 Nomination of President; Spoils System; Woman Suffrage; Primary
- 6 Place of Political Party

FORMATION OF OUR GOVERNMENT

- 7-8 Government of the Colonies
- 9 Articles of Confederation
- 10 Genesis of Constitution
- 11 Characteristics of Constitution
- 12 Outline Constitution
- 13 The Interpretation of the Constitution
- 14 Personnel of our administration
- 15-16 Review and Quiz

THE NATIONS AND THE STATES

- 17 Introduction
- 18 Their interrelation
- 19-20 Federal System—faults and merits

FOREIGN RELATIONS AND COMMERCE

- 21-23 Discussion
- 24 The Protective Tariff—pro and con
- 25 History of our Tariff
- 26 The Underwood Tariff

NATIONAL DEFENSE

- 27-28 The Panama Canal—History and Construction
- 29 Discussion
- 30-31 Is the United States prepared for war?

NATIONAL FINANCE

- 32-33 Discussion
- 34 Income Tax—pro and con
- 35 Our present income tax
- 36 Quiz
- 37 Bi- vs. mono-metallism
- 38 History of our system

INTERNAL COMMERCE

- 39-41 Discussion
- 42 Anti-trust legislation (recent)
- 43 Interstate Commerce Commission

NATIONAL EXPANSION

- 44 Discussion
- 45-49 History and Constitutional Aspects
- 50-51 Immigration—pro and con
- 52-53 Miscellaneous activities
- 54 Quiz

CONGRESSIONAL METHODS

- 55-56 Discussion
- 57 Working methods of House
- 58 Committee system; power of speaker
- 59 Senate
- 60 Discussion

- 61 Senate as compared with House
- 62 Executive: the President
- 63 Democratic Convention, 1912, from newspaper reports
- 64 Powers of President
- 65 The Cabinet
- 66 The National Judiciary
- 67-72 Lectures (by teacher) comparing the constitutional characteristics of the governments of France, Germany, England and the United States
- 73 Lecture by Judge Padelford: *The Formation of the Constitution*
- 74 Review

SECOND TERM—STATE AND LOCAL GOVERNMENT

INTRODUCTION

<i>Lessons</i>	<i>Subjects</i>
1	Explanation of term's work
2	History of local government

TOWN AND COUNTY GOVERNMENT

- 3 Discussion
- 4 Lecture by County Judge Haines on Johnson County

MUNICIPAL GOVERNMENT

- 5-7 History of American cities and presentation of their problems
- 8 Discussion
- 9 Lecture by Mr. Harrell, compiler of Cleburne Charter
- 10-15 Close study of Cleburne City Charter (old style)
- 16 Commission Manager Form of city government
- 17 Sherman City Charter
- 18 Other systems—Dallas, etc.
- 19 Municipal functions
- 20 City planning—applied to Cleburne
- 21 Municipal ownership

For the rest of the term the work is tentatively organized as follows:

STATE LEGISLATURES: Organization; faults; possibility of unicameral system.

STATE EXECUTIVE: Functions and powers of governors, especially in Texas.

THE TEXAS CONSTITUTION: Judiciary system: its organization and methods; evils in Texas; jury system.

PUBLIC WELFARE: Fire, police, health, prisons, education, charities, etc.; juvenile courts; strikes and extent of police power; pure food laws, etc., in Cleburne; Texas and Cleburne school systems; municipal playgrounds, baths, etc.

COMMERCIAL INTERESTS: Roads—proposed national highways; railway control—is there too much in Texas?; rivers and canals—Chicago to Panama; corporation control; anti-trust laws in Texas; labor laws, etc.

FINANCE: Characteristics of good tax; property tax; other forms.

STATE ACTIVITY: Constitutions and powers; uniformity of state laws; duties of states; laws of one state in another, etc.

UNIVERSITY TRAINED HISTORY TEACHERS

The demand for university trained teachers is increasing with great rapidity in all parts of the state. Five years ago the University received 539 calls for teachers. Last year it supplied 838 trained teachers to the schools of the state. Of these, about a third received positions as college and normal school instructors, principals and superintendents, and teachers in the primary and private schools. The remaining two-thirds supplied the demands of the high schools.

The demand for history teachers with university training has been particularly great. According to the report of the Committee on Teachers more than a fifth of all the applications from local school authorities for high school teachers, were for history teachers.

Among the seventy-four teachers with university training in history, supplied by the University to the high schools during the past year are the following:

Name.	Location.
Baker, Nell.....	Mineral Wells
Belew, O. B.	Dallas
Bramlette, Mrs. M.	Greenville
Brandenberg, Allen.....	Nacogdoches
Butts, Elizabeth	Sinton
Calhoun, Lola	Hamilton
Christian, A. K.	San Marcos
Ellisor, Alva	Galveston
Fenet, Mary	Marshall
Gardner, C. A.	Thorpe Springs
Gardner, Elsie	San Marcos
Garrett, S. B.	Midland
Goldbeck, Carrie	Sinton
Gouger, Naomi	Texas City
Gray, Sarah	Hereford
Hagy, Stella	San Antonio
Hendrick, Chella	Wichita Falls
Higginbotham, Hattie.....	Port Arthur

Name.	Location.
Hollingsworth, Olive	Memphis
Hudson, Eliza.....	Eagle Lake
Kean, Mrs. A. H.	Port Arthur
Kuehne, Helen.....	Seguin
Miller, Ada	San Antonio
Miller, Ruth.....	Big Springs
Murphy, Hazel	Trinity
Nance, Lucille.....	Cleburne
Pearson, Florence	Elgin
Powledge, Fannie	Yorktown
Thatcher, Mildred.....	Corpus Christi
Thatcher, Willie.....	Paris
Thomas, Waldine	Gonzales
White, Mary	Hillsboro
Whitehouse, Gertrude	Mineral Wells
Whiteley, Mrs. Myrtle.....	Taylor
Wise, G. C.....	Dallas

HISTORY IN THE SUMMER SESSION OF THE UNIVERSITY.

Thirteen courses in history will be given by the University of Texas during the summer session. Eight of these will be general courses in Medieval, Modern, English and American history and five will be advanced. History 2 is for Freshmen, History 4 and 5 for Sophomores and the others are advanced courses, for those who already have credit for two full courses (six hours) in History.

The courses offered are as follows:

2(f). THE EARLY MIDDLE AGES, 395-815.

Five hours a week throughout the term.

This course is a general survey of the history of Western Europe from the time of the final division of the Roman Empire by Theodosius to the end of the reign of Charlemagne. The work will be carried on by means of informal lectures, discussions, textbook, and supplementary reading in the library. Especial emphasis will be placed upon the development of the civilization of the Germanic peoples.

Dr. GUTSCH.

2(w). THE FEUDAL AGE, 814-1300.

Five hours a week throughout the term.

The subject-matter of this course will be the disruption of the Carolingian Empire; the rise of feudalism; the development of feudal institutions; the countries of France, Germany, and Italy under the feudal *régime*; the secular and religious activities of the Medieval Church; and the Crusades.

Dr. GUTSCH.

2(s). THE LATER MIDDLE AGES, 1273-1500.

(Not given in 1916, but can be taken by correspondence.)

Dr. GUTSCH.

4(f). ENGLAND BEFORE THE ELIZABETHAN AGE.

Five hours a week throughout the term.

The work of this course will consist of textbook reading, library reading, and lectures. It is the same as the fall term's work in History 4 in the long session. The other two terms' work may be made up by correspondence, or taken in the long session, or in subsequent summer school sessions.

Professor WINSTON.

4(w). ENGLAND FROM THE ELIZABETHAN AGE TO THE PEACE OF PARIS OF 1763.

Five hours a week throughout the term.

The founding of the British Empire; commercial and territorial expansion; the establishment of the English Church; the development of the Constitution. Instruction as in History 4(f).

Professor WINSTON.

4(s). ENGLAND SINCE 1763.

(Not given in 1916.)

AMERICAN HISTORY.

5(f). THE AMERICAN COLONIES AND THE REVOLUTION, 1492-1783.

Five hours a week throughout the term.

This course deals with the planting and development of the English colonies in America, their relations with the British government, the causes, nature, and progress of the Revolution, and the government under the Confederation.

Instruction will be given by lectures, parallel reading, and frequent quizzes.

Assistant Professor MARSHALL.

5(w). NATIONAL DEVELOPMENT AND EXPANSION, 1783-1860.

Five hours a week throughout the term.

In this course the class will review briefly the organization and

working of the government of the Confederation, and will then study in more detail the formation and establishment of the Constitution, the growth of nationality, westward extension, and the beginnings of the quarrel over slavery.

Mr. CALHOUN.

5(s). DIVISION AND REUNION, 1860-1914.

Five hours a week throughout the term.

This course will deal chiefly with the development of the controversy over slavery and state rights, the Civil War, the problems of reconstruction, the subsequent great industrial, social, and political developments, and the later international relations of the United States.

Adjunct Professor RAMSDELL.

V. EUROPE SINCE THE FRENCH REVOLUTION.

Five hours a week throughout the term.

The dawn of liberalism in Europe through the external influences of the French Revolution and the career of Napoleon; the struggle of both nationalism and liberalism to blot out the principles of the old *regime*; the creation of the modern states of Italy and Germany; and the development of national differences and rivalries, which culminated in the outbreak of the Great War.

This course may be counted as an independent one-third or as the spring term of History 3 in the long session.

Adjunct Professor RIKER.

C.¹A. [=23(s)]. THE HISTORICAL BACKGROUND OF THE GREAT WAR.

Five hours a week throughout the term.

A study of the forces and tendencies which combined to produce the great world-struggle, together with an analysis of the political, social, and economic equipment of the more important nations concerned. Special attention will be devoted to the period since the establishment of modern Germany.

The course may be counted as an independent one-third or as the spring term of History 23 in the long session.

Prerequisite: Two full courses in history.

Adjunct Professor RIKER.

103. A. THE CIVIL WAR.

Five hours a week throughout the term.

This course will be devoted chiefly to the study of the resources of both North and South and to the administration and development of these resources during war-time. Aside from the main theme, some attention will be given to the secession movement, the blockade, the diplomatic contest, party politics, and the peace movement. Instruction will be by lectures, assigned reading, and written quizzes. This is an independent one-third advanced course.

Prerequisite: Two full courses in history.

(Seniors and graduates, by arrangement with the instructor, may take the lectures in this course and write a thesis, thereby getting credit for History 8—a full course in the long session. Such students should register for no other work in the Summer School.)

Adjunct Professor RAMSDELL.

W. A. THE DIPLOMATIC HISTORY OF THE WESTWARD MOVEMENT, 1803-1853.

Five hours a week throughout the term.

This course deals with the diplomatic history of territorial expansion from the Louisiana Purchase to the Gadsden Purchase, with particular emphasis on the Texas question, the Mexican War, and the territorial acquisitions through the treaty of Guadalupe Hidalgo.

The course may be counted as an independent third or as one-third of History 35 in the long session.

Assistant Professor MARSHALL.

104. A. [=46(s)]. ORIGIN AND DEVELOPMENT OF THE LATIN AMERICAN COUNTRIES.

The importance of the Latin American countries and of our diplomatic, commercial, and industrial relations with them has been forced upon the attention of the people of the United States by the recent internal troubles in Mexico, by agitations concerning the abandonment or retention of the Monroe Doctrine, by the opening of the Panama Canal, and by the European war. The purpose of this course is to show how they came into existence through the break-up of the Spanish and Portuguese colonial empires; how their independence was established and recognized; how their governments were organized; how each country has developed into its present territorial, political, social, and economic conditions, and how each has been related to the others, to the United States, and to the European powers. The work will consist of lectures, library reading, and reports. A reading knowledge of Spanish is highly desirable, though not indispensable. This is the equivalent of the spring term of History 46. A., but may be counted as an independent one-third advanced course.

Prerequisite: Two full courses in history.

Adjunct Professor MANNING.

B.¹ A. [=46(w)]. EMANCIPATION OF THE LATIN-AMERICAN NATIONS.

Five hours a week throughout the term.

By means of lectures and library readings this course studies in detail the relations between the colonies and the mother countries during the last century of the colonial period; the causes, the origin, and the growth of the movements for independence; the progress of the revolutionary struggles; and the establishment and recognition of the independence of the Latin-American nations. Equivalent to the winter term of History 46. A. in the long session, but may be counted as an independent one-third advanced course.

Prerequisite: Two courses in history.

Adjunct Professor MANNING.

HISTORY COURSES BY CORRESPONDENCE.

The University of Texas offers fourteen courses in history by correspondence. They may be taken any time of the year. For detailed information write Dr. L. W. Payne, Head of the Division of Correspondence Instruction. The courses offered are:

ANCIENT HISTORY.

1(f). HISTORY OF GREECE.

The history of Greece from the earliest times to the death of Alexander.

One-third college credit. Equivalent to the fall term of History 1.

Dr. MARSH.

1(w). THE ROMAN REPUBLIC.

The Roman Republic from the earliest times to the Battle of Actium.

One-third college credit. Equivalent to the winter term of History 1.

Dr. MARSH.

1(s). THE ROMAN EMPIRE.

The Roman Empire from the Battle of Actium to the downfall of the Empire in the west.

One-third college credit. Equivalent to the spring term of History 1.

Dr. MARSH.

MEDIEVAL HISTORY.

2(f). EARLY MIDDLE AGES, 395-814.

As far as the conditions of correspondence work will permit, this course, taken with History 2(w) and 2(s), aims to duplicate the work of History 2 as given in the long session. The three courses give a general survey of the history of Western Europe from the disintegration of the Roman Empire to the close of the

Italian Renaissance. As the Middle Ages are the sources of our modern civilization, these courses form an excellent introduction to courses dealing with modern periods. The work is arranged so as to lay especial emphasis on the more elementary methods of studying history, and is thus an introduction to more advanced work in this subject.

One-third college credit. Equivalent to the fall term of History 2.

Dr. GUTSCH.

2(w). THE FEUDAL AGE, 814-1300.

This course is a continuation of History 2(f).

One-third college credit. Equivalent to the winter term of History 2.

Dr. GUTSCH.

2(s). THE LATER MIDDLE AGES, 1300-1500.

This course is a continuation of History 2(w).

One-third college credit. Equivalent to the spring term of History 2.

Dr. GUTSCH.

ENGLISH HISTORY.

4(f). HISTORY OF ENGLAND DURING THE MIDDLE AGES.

The work of this course will cover the period from the beginning of English History to 1509, and will consist of (a) ten lessons approximately equal in length, to be assigned in the textbook and the source book; (b) parallel readings along one of three optional lines suggested below; and (c) a term theme.

By means of the parallel readings an attempt is made to adapt the course to the special needs of the three following classes of students: (1) those who are preparing for the study of law or government; (2) those who are specializing in English language and literature; (3) those who are expecting to teach history or do advanced research work in history.

One-third college credit. Equivalent to the fall term of History 4.

Adjunct Professor MANNING.

4(w). HISTORY OF ENGLAND, TUDOR AND STUART PERIODS, 1485-1714.

The method of instruction will be practically the same as in History 4(f). The books required for parallel reading will be indicated by correspondence. The amount and the character of the reading and the cost of the books will not differ greatly from those in 4(f).

One-third college credit. Equivalent to the winter term of History 4.

Adjunct Professor MANNING.

4(s). HISTORY OF ENGLAND DURING THE LAST TWO CENTURIES.

The method of instruction will be practically the same as in History 4(f) and (w), and the amount and character of the reading and the cost of the books will differ little from that in 4(f).

One-third college credit. Equivalent to the spring term of History 4.

Adjunct Professor MANNING.

AMERICAN HISTORY.

5(f). THE AMERICAN COLONIES AND THE REVOLUTION.

The purpose of this course is not only to give the student a clear notion of the planting of the English colonies in the new world and of their development, but also to make clear to him their position in the British empire and their relations to the mother country. To this end considerable attention will be given to the nature of the colonial governments and charters, the trade policy and colonial administrative system of Great Britain, and the more fundamental causes of the American Revolution. In the Revolution itself, considerable attention will be paid to the organization of the government, the finances, conditions in the army, the loyalists, etc. This will be followed by a study of the conditions existing under the government of the Confederation and the formation of the Constitution.

Students with sophomore standing in the University or persons of some maturity may pursue this work with profit, but imma-

ture or poorly prepared students will not be admitted to the course.

The course will consist of ten lessons, each about equivalent to a week's work in one course at the University.

One-third college credit. Equivalent to the fall term of History 5.

Adjunct Professor RAMSDELL.

5(w). THE UNITED STATES FROM 1789 TO 1860.

Special attention is given to the organization of the new government under the Constitution, to foreign relations, to the establishment of a definite international status in 1823, the trend toward nationalism, the rise of the west and of a "national democracy," the diverging economic developments of North and South, the rise of sectional issues, especially slavery, the struggle of slavery and anti-slavery parties for the control of new territory, the compromise measures of 1850, the Kansas troubles, and the sectionalizing of political parties, to 1860.

The same conditions govern admission to this course as apply to History 5(f).

One-third college credit. Equivalent to the winter term of History 5.

Adjunct Professor RAMSDELL.

5(s). THE UNITED STATES SINCE 1860.

This course begins with the election of 1860 and the secession of the cotton States. The Civil War will be studied not merely from the military point of view, but also with regard to the conditions—material, financial, political and diplomatic—North and South—under which it was waged. Particular attention will be given to the condition of the country at the close of the war and to the plans of reconstruction followed first by President Johnson and then by Congress, and their effect upon the South. An attempt will be made to present clearly the issues that have arisen since the close of Reconstruction—the silver question, civil service reform, the tariff, the war with Spain and "imperialism," the race problem, the controversies concerning trusts and monopolies, and the development of political parties.

The same conditions govern admission to this course as apply to History 5(f).

One-third college credit. Equivalent to the spring term of History 5.

Adjunct Professor RAMSDELL.

GENERAL HISTORY.

A. GENERAL HISTORY—ANCIENT.

Ancient History from the dawn of civilization to the establishment of Germanic kingdoms in western Europe, cir. 500 A. D. A brief survey of the rise of civilization in the eastern nations will be made; but approximately one-third of the course will be devoted to Greece, and two-thirds to Rome.

No college credit.

DR. GUTSCH.

B. GENERAL HISTORY—MEDIEVAL AND MODERN.

Medieval History, from the break-up of the Roman Empire to the sixteenth century. The chief topics treated will be the migrations the disintegration of the Roman Empire, the early church, monasticism, the Carolingian empire, feudalism, the Holy Roman Empire, the rise of the papacy, the development of modern States, medieval culture, the crusades, the rise of the Italian and German cities, and the Renaissance.

Modern History, from the beginning of the Protestant Revolution to the present time. Especial attention will be given to the Protestant Revolution; the religious struggles in Germany, France, the Netherlands, and England; the ascendancy of France under Louis XIV; the constitutional development in England; the rise of Prussia and Russia; the colonial expansion of England; the causes and progress of the French Revolution; the work of Napoleon; the conflict of liberalism and reaction in Europe; the unification of Germany and Italy, and some aspects of contemporary Europe.

No college credit.

DR. GUTSCH.

NOTE.—Upon the satisfactory completion of these two courses in history, two admission units in history will be granted.

TEXAS HISTORY FOR THE STATE EXAMINATION.

This course is designed to meet the requirements of the State Department of Education. The work will embrace all periods of Texas history, from the Spanish régime to the present day. Instruction will be based upon the adopted text, Barker, Potts, and Ramsdell, *A School History of Texas*.

No college credit.

Mr. DUNN.

BOOK NEWS

A History of England, by Allen C. Thomas. (Heath & Co., 1913.) Pp. vii, 651.

This book is a fairly satisfactory text for a high school course in English history. In his preface the author says: "The aim of this book is to give the main facts of English History, from the earliest times to the present, in a simple and clear manner." In this he has been successful. "In the choice of incidents, grouping of events, and the proportion in treatment, the suggestions of the various Committees on the Teaching of History have been borne in mind." This properly passes more rapidly than the older texts over the early period to dwell at greater length on the later. The first third of the book covers the period before the Tudors, approximately fifteen centuries; the second third is devoted to the next two centuries, or a little less; and the last third deals with the last two and a half centuries. The reviewer would prefer to have the relative emphasis on the last two periods interchanged; though there are many very excellent reasons why students in United States schools, preparing for the advanced study of United States History should deal more fully with the Tudor and early Stuart periods, since they contain the essential English background for United States History. Those who still feel that more study should be devoted to the early period will find their needs partially supplied by the appendix, about sixty pages of which are devoted to a contemporary history of continental Europe from the beginning of English history to the close of the fifteenth century. The next twenty-five pages of the appendix carry this separate narrative of continental events a century and a half further,

terminating it with the peace of Westphalia, after which date continental events are studied in the narrative of English events. This appendix may be entirely omitted, if a teacher chooses, without seriously affecting the history of England, thus reducing the latter to 545 pages, leaving time for other activities, such as collateral reading, map making, or theme or composition writing.

The book is well furnished with maps, containing nineteen, many of them full-page and colored. Illustrations are numerous and valuable, though not pretentious, and not too many. Thirteen genealogical tables are scattered through the book where each is of greatest value for illustrating the text. A well-selected, brief list of books for collateral reading and reference is given in the appendix; and at the end of each chapter specific references are given to these books to guide students and teachers in using them. The appendix also contains a list of important dates grouped according to periods and reigns. The index is full and carefully worked out. The separate index to the continental narrative is confusing. It might well have been incorporated in the general index. The book is fairly free from serious errors. One that should be noticed and corrected is contained in the two maps opposite page 438 showing North America before and after the French and Indian War. The Oregon Country should not be shown or should be included in the Spanish claims. A few pages before, the incorrect date, 1766, for the "Black Hole of Calcutta," is given.

WILLIAM R. MANNING,
University of Texas.

A Short History of England and the British Empire, by Laurence M. Larson, Professor of History in the University of Illinois. Henry Holt and Company, New York.

This new textbook for English history deserves careful consideration from history teachers. Professor Larson is one of the foremost authorities in his field. The book, therefore, has the initial recommendation of being the work of a specialist, which gives the breadth of view and accuracy of detail that characterize the work of the scholar. Too many textbooks in history have

been written by men who have lacked such qualifications. Such writers attempt to justify themselves by claiming that they write entertainingly, and that the interest of the high school pupil is the first consideration. This is certainly not the case. A book that is used as much as is a text, should be above all a careful piece of scholarly work, and should not be left to the entertaining writer who is deficient in knowledge, and who fails to grasp the significance of important lines of development. The teacher can depend on the scholarship of Professor Larson's book.

Professor Larson is particularly fitted to write a high school text. For several years he taught history in a Milwaukee high school and has always maintained an active interest in the problems of secondary history teaching. The book has a wealth of detail, which never obscures the narrative, or the significance of the larger lines of progress. It is filled with interesting material not found in other texts, which gives it a freshness much to be desired. It has the usual apparatus for the help of the teacher, and an excellent bibliography.

FREDERIC DUNCALF.

University of Texas.

HISTORY IN THE 1916 SUMMER SCHOOL

The following courses in History will be given in the 1916 session of the University of Texas Summer School:

- 2(f) Medieval History, 395-814.....Dr. Gutsch
2(w) Medieval History, 814-1300.....Dr. Gutsch
4(f) English History, to 1558.....Professor Winston
4(w) English History, 1558-1763.....Professor Winston
5(f) United States History, to 1783.....Professor Marshall
5(w) United States History, 1783-1860.....Mr. Calhoun
5(s) United States History, 1860-1914.....Professor Ramsdell
V. (Equivalent to History 3s) Modern History, 1789-1914....
.....Professor Riker
C. (Equivalent to History 23s) The Historical Background of
the Great War.....Professor Riker
103 The Civil War.....Professor Ramsdell
W. (Equivalent to one-third of History 35) The Diplomatic
History of the Westward Movement, 1803-1853.....
.....Professor Marshall
104 (Equivalent to History 46s) Origin and Development of the
Latin American Countries.....Professor Manning
B. (Equivalent to History 46w) Emancipation of the Latin-
American NationsProfessor Manning
History 2 is for Freshmen, History 4 and 5 for Sophomores,
and the advanced courses are for those who already have credit
for two full courses (six hours) in History.

